

**Handouts from 12/9/08 Workforce Planning Ad Hoc Meeting:**

- Strazzo Onion
- DFG Leadership Development and Succession Plan
- CalPERS Strategic Leadership Framework
- CDCR Succession Management Planning
- CalTrans Succession Programs
- WFP Task Force Ideas

# Interrelationship of Customer Needs, Departmental Missions and Core Human Resources Functions



This concept is based on the following assumptions: 1) all state agencies were created to provide services that satisfy specific *customer needs* (e.g., issue drivers licenses, manage the water supply, etc.), and 2) appropriately aligned competency-based core human resources (HR) functions help organizations supply the very services that meet customer needs. Virtually all state agencies have *missions* that clearly describe their constituencies and the services they are expected to provide. In fact, the Department of Finance requires agencies to develop *strategic plans* with goals, objectives and action plans that describe how they will accomplish their missions and meet customer expectations.

*Workforce planning* naturally flows from an agency's strategic plan. It is a core HR process that results in short and long term solutions for managing the state's human capital which possesses the organizational *competencies* needed to achieve agency goals and objectives. This includes workforce forecasting, skills gap analyses, knowledge management, change management and succession planning. Classification and selection experts conduct occupational and job analyses that organize work into occupational families (e.g., scientific, medical, engineering, etc.) with defined core competencies. These occupational groupings provide the foundation and structure for multi-leveled *classification plans*, and *total compensation packages* that attract, retain, motivate, promote and reward employees who possess and capably apply the competencies required of their jobs.

*Recruitment strategies* pinpoint how, when and where to find people who possess desired competencies. These competencies determine *selection processes* and testing instruments used to predict successful job performance, including the probationary period – the most accurate performance yardstick and final step of the exam process. Finally, *performance management* and measurement systems – employee training, performance appraisal and recognition programs – are developed to improve employee skills and performance; thus enhancing operational effectiveness and ensuring mission attainment.

Ultimately, the workforce produces the *services* that customers expected when they advocated the need for a particular state agency in the first place. This is a continuously evolving process that is fine-tuned as organizational and customer needs change.

DEPARTMENT OF FISH AND GAME  
HUMAN RESOURCES BRANCH  
OFFICE OF TRAINING AND DEVELOPMENT

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# LEADERSHIP DEVELOPMENT AND SUCCESSION PLAN

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FISH AND GAME'S COMMITMENT TO THE  
DEVELOPMENT OF ITS FUTURE  
MANAGERS AND LEADERS

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# Leadership Development and Succession Plan

## SUCCESSION PLANNING: VISION

*To foster organizational continuity – a bridge to the Department of Fish and Game's future workforce needs – to enrich its diversity of style and point of view, and enhance its ability to deliver the Department's public trust responsibilities to a diverse and changing California population. We encourage leadership growth and retain top talent in order to preserve organizational knowledge.*

"The continuity of the organization over time requires a succession of persons to fill key positions."<sup>1</sup>

Every organization, public or private, owes a significant amount of its success or failure to the development of high-caliber employees for its leadership positions. High-caliber employees are those who, while possessing the needed abilities, characteristics, competencies, and skills required of their positions, reach beyond the job to understand and apply the highest standards of stewardship and constituent/public trust assigned to the organization as a whole. A deliberate and systematic approach is needed to ensure leadership continuity by encouraging individual development, and enhancing the Department of Fish and Game's (DFG) pool of leadership candidates. Accomplishing this will take strong commitment and support from the Department's leadership. This document is the initial framework for the Department's succession planning efforts. It is not intended to be all-inclusive of the various methods to achieve the goal of organizational continuity and succession planning.

## WHAT IS SUCCESSION PLANNING?

Succession Planning (SP) is any effort designed to ensure the continued effective performance of an organization, division, or work group, by making a provision for the development and replacement of leaders over time. A succession planning program is a deliberate and systematic effort by an organization to ensure leadership continuity in key positions and encourage individual advancement. The goal of an SP program is to match the organization's available (present) talent to its needed (future) talent, to ensure that the lessons of organizational experience (institutional memory) will be preserved and combined with reflection on that experience to achieve continuous improvement in work results.

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<sup>1</sup> 1 Arthur Deegan, Succession Planning: Key to Corporate Excellence (New York: Wiley-Interscience; page 5).

## CURRENT SITUATION

The Department is facing the loss of a large percentage of its experienced workers due to its aging workforce, enhanced retirement benefits, and increased competitive job opportunities with other government agencies and the private sector. Statistics for the Department indicate that approximately 50% of the management and supervisory classifications are eligible for retirement within the next four years. The following charts demonstrate this current situation. In order for the department to carry on its mission into the future with the strength of continuity, we have to change the culture towards one of developing and nurturing strong leadership skills.

### ***Department of Fish and Game Managers (Non Enforcement) within Two Years of Retirement Age (Age 53 and above)***

Classification	Total Number of Employees in Classification	Employees Potentially Retiring	Percentage of Classification
Assistant Chief Counsel	2	1	50%
CEA 3	4	1	25%
CEA 2	9	7	78%
CEA 1	13	6	46%
SSM 3	1	1	100%
<b>Total</b>	<b>29</b>	<b>16</b>	<b>55%</b>

### ***Department of Fish and Game Enforcement Managers and Supervisors within Two Years of Retirement Age (Age 48 and above)***

Classification	Total Number of Employees in Classification	Employees Potentially Retiring	Percentage of Classification
Assistant Chief	6	4	67%
Captain	18	10	56%
LT (Supervisor)	45	20	44%
Senior Warden Pilot	1	1	100%
<b>Total</b>	<b>70</b>	<b>35</b>	<b>50%</b>

***Department of Fish and Game Supervisory Classifications within Two  
Years of Retirement Age (Age 53 and above)***

Classification	Total Number of Employees in Classification	Employees Potentially Retiring	Percentage of Classification
Administrative Officer III	7	4	57%
EPM I (Supervisor)	17	10	59%
Fish Habitat Supervisor	4	2	50%
Fish Hatchery Manager I	16	8	50%
Fish Hatchery Manager II	17	8	47%
Oil Spill Prevention Supervisor I	4	2	50%
Research Manager II (GIS)	2	1	50%
Senior Accounting Officer (Supervisor)	2	1	50%
Senior Biologist Supervisor (General)	2	1	50%
Senior Biologist Supervisor (Marine)	21	9	43%
Senior Environmental Scientist	30	12	40%
Senior Hatchery Supervisor	4	3	75%
Supervising Biologist	8	4	50%
Supervising Program Technician I	2	2	100%
<b>Total</b>	<b>136</b>	<b>67</b>	<b>49%</b>

**COMMITMENT TO THE FUTURE**

Fortunately, there are a number of proactive steps the department can take to implement succession planning and promote leadership development. Department leadership is committed to provide the guidance, support and oversight towards promoting employee development. Department leadership encourages managers and supervisors to develop a culture of continually developing organizational competence through the development of their employees. The following plan provides strategies to assist managers and supervisors to take the steps necessary to implement this plan and encourage employee development.

## DEPARTMENT LEADERSHIP DEVELOPMENT AND SUCCESSION PLAN:

**Goal: To promote core leadership competencies.**

### Strategy

The Strategic Plan recognizes employees as the most valuable asset to accomplish the work of preserving and protecting the State's fish, wildlife, plant and the habitats upon which they depend. In order to maintain workforce and leadership continuity within the Department, a plan to develop employees to serve as managers and leaders has been developed. This plan builds the pipeline to the future.

The basis of the plan is to begin developing employees at entry level positions and continue this pattern of development throughout their careers. Beginning with the end in mind, learning opportunities revolve around 17 competencies identified by the Department of Fish and Game and the Centre for Organization Effectiveness as essential for successful leadership in the public sector. (The definitions are attached to this plan). These competencies have been the cornerstone of Fish and Game's Leadership Academy since 1996:

- Accountability
- Adaptability
- Communication
- Conflict Resolution
- Cultural Sensitivity
- Decisiveness
- Development Orientation
- Ethics
- Political Acumen
- Public Relations
- Resilience
- Risk Taking
- Self Awareness

- Service Orientation
- Strategic Agility
- Team Orientation
- Vision

By introducing employees to these competencies and providing opportunities to expand their knowledge and skills in these areas, the Department is building the pipeline to future success.

**Goal: To provide traditional training and development opportunities to enable employees to acquire the competencies necessary to fill leadership positions.**

### **Strategy**

The following sequence of learning opportunities provides the building block to successful leadership development:

- **Lead Person Training** – designed for employees in lead positions to clarify the role of the lead person and delineate responsibilities of lead persons and supervisors.
- **Supervision the Prequel** – designed for employees exploring the career path of supervision. Introduces the work of supervision to employees so that they can make an informed career decision. Identifies the challenges and benefits of supervision and the competencies needed to become an effective supervisor.
- **Basic Supervision 409 A and B** - this 80 hour course is required for newly appointed supervisors. The Department's course curriculum is designed to incorporate leadership competencies during the first 40 hours of instruction.
- **Leadership Development Series** – a selection of course modules available to all departmental employees with the approval of their supervisors. Modules focus on one or more of the 17 competencies. They are designed to be delivered statewide on demand and include but are not limited to:
  - **Time/Stress Management**
  - **Managing and Supervising at a Distance**
  - **Managing Multiple Projects**
  - **Facilitation Skills**



- **Managing Public Meetings**
- **Problem Solving and Decision Making through Interest-based Negotiations**
- **Administrative Division Course Modules in Personnel, Contracts, Procurement, Budgets and Accounting**
- **Presentation Skills**
- **Ethics**
- **Conflict Resolution**
- **Completed Staff Work**
- **Diversity in the Workplace**
- **Customer Service Essentials**
- **Supervisory Academy** – the Academy is held annually to enhance the knowledge and skills of selected candidates to further increase their ability to supervise and manage department employees.
- **Leadership Academy** – the Academy is held annually to enhance the knowledge and skills of highly-qualified selected candidates to further increase their self-awareness and development of the 17 leadership competencies.
- **Leadership Academy Alumni Meetings** - to be conducted annually, these meetings will expand upon the competencies explored during the Academy and increase the management and leadership networking and team building within the Department. Panel speakers will be the centerpiece of these meetings. These meetings will be limited to Leadership Academy Alumni.
- **Leadership Development Book Club** – a web-based book club comprised of Leadership Academy participants. The purpose of the book club is to continue development of the leadership competencies.
- **Resource Library** - this library contains a variety of leadership and management development books and videos which may be borrowed by department employees.

**Goal: Managers and supervisors will encourage employees to explore non-traditional training and development opportunities.**

## Strategy

Department leadership recognizes that there are alternative methods for obtaining necessary job skills and organizational continuity. The following alternatives should be explored with employees in order to accomplish future leadership development and to meet approved employee career development goals.

- **Rotational Assignments** – designed to allow managerial and supervisory employees in specific classifications to broaden their skills, gain knowledge, enhance their personal and professional growth and gain a broader understanding of the Department's programs, mission and goals.
- **Online Learning** – continued learning opportunities for employees, supervisors and managers to further their leadership development without leaving the office. The comprehensive course listing includes such classes as Employee Performance, Correcting Performance Problems, Managerial Leadership, Decision Making and Problem Solving and many more.
- **Scientific Community Development Program (SCDP)** - the program's primary goal is to introduce new scientific employees and assist them in identifying and addressing immediate training needs. The program also provides scientific professional development and guidance through ongoing learning opportunities, and cultivates relationships throughout the Department for the effective stewardship of the State's natural resources. The Office of Training and Development oversees the program and schedules the necessary training assessment and learning opportunities for scientific employees within the Department.
- **Training and Development Assignments - (T&D)** assignments allow the temporary loan or assignment of employees within or between units or programs for periods not to exceed two years, for the purposes of training. The assignment must be made with the proper approvals and documented by a Training and Development Assignment Plan (FG-PERS-224) which describes the time period, the duties of the assignment, and the training to be accomplished.

T&D assignments are used for three primary purposes:

- a) To broaden the work experience of an employee with the intent of increasing their skills and abilities in the performance of their present occupation.
- b) To broaden the work experience of an employee through exposure to other occupational areas with the intent to prepare for a career in a different occupational field.

- c) To broaden the work experience of an employee through exposure to other occupational areas to enhance opportunities for upward mobility.

- **Job Shadowing** – involves working closely with an employee for an agreed period of time in order to learn how aspects of that job are performed in a different (but often similar) working environment.

Job shadowing is most effective when it is:

- Used as part of a longer term professional development plan
- Focused to develop specific skills or competencies for the participant

Job shadowing can be used to broaden a skill base and assist with career development by having the participant observe, ask questions and take part in planned hands-on activities. Skills developed can be related to professional practice or general business development and include areas such as customer service, finance and/or management.

- **Mentoring** - mentoring is a professional relationship in which an experienced employee (“mentor”) assists another (“mentored”) employee in developing specific skills and knowledge to enhance the mentored employee’s professional and personal growth. Mentoring can be either a formal assignment agreed to in writing or informal with the approval of both employees’ supervisors. The objective should be to develop the employee’s skill base to meet an organizational need.
- **Committees, Boards, and Special Projects** – encourage employees to explore opportunities to serve on department or external committees and/or boards. Provide special projects to employees to promote their career growth.
- **Field Trips** – encourage employees to explore their departmental career options and appreciate the vast variety of work the department is involved in by allowing employees to visit departmental field locations. Examples would be going out with an enforcement staff member for a day, observing a field sampling project, visiting one of the many wildlife areas or hatcheries, etc.

<b>Goal: Expand the Department's Recruitment and Retention Efforts</b>
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### **Strategy**

It is clear that to fully implement the following recommendations, additional resources may be required.

- Continue to work with regional and headquarters offices on recruitment activities.
- Evaluate the resources and update Department specific classification specifications and meet the demand for more frequent exams, keep up with new technology, and offer innovative and alternative testing methods (e.g. online exams, open exams, continuous testing, etc.).
- Improve DFG Human Resources internet job opportunity web page.
- Continue to work with control agencies to address pay inequities between similar job classifications, and between rank and file and supervisory classifications, including pay differentials for high cost-of-living areas.
- Develop additional achievement awards and recognition "tools" to enhance and promote employee morale and job satisfaction.

### **HOW TO GET STARTED**

<b>Goal: To provide employees, managers and supervisors with an employee development toolkit.</b>
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### **Strategy**

An employee, manager and supervisor toolkit is currently being developed. This toolkit will be placed on the Department Intranet site and accessible to all employees. The toolkit will contain information on career development, including steps to prepare an Individual Development Plan as well as both traditional and non-traditional training and employee development opportunities. Employees and supervisors will be able to obtain necessary forms to complete the employee development process. Update: The site has been developed and resides on the Office of Training and Development's Intranet site: <http://dfgintranet/otd/pages/gotleaders/index.htm>

**Goal: To encourage employee career development toward core competencies through the use of Individual Development Plans.**

## **Strategy**

Department leadership recognizes that employees want to be challenged to grow, to develop their skills, abilities and professional expertise. The professional growth and development of our employees is directly related to the accomplishment of the Department's mission and strategic objectives and promotes organizational continuity.

In the career development process, an employee, cooperating with a supervisor, prepares and initiates an action plan leading to increased use of talents and skills resulting in greater career satisfaction and employee retention. Supervisors should encourage employees to identify training needs, develop their skills and competencies and prepare a written career plan. The IDP is a tool employees and supervisors should use to accomplish this purpose. The IDP may relate to the employee's current assignment as well as future career objectives. The IDP form may be electronically completed at the following websites:

IDP form for Rank and File Staff:

<http://www.documents.dgs.ca.gov/osp/pdf/std637.pdf>

IDP form for Enforcement Officers:

<http://dfgintranet/otd/pdf/ENF-951PASG1.26.07.pdf>

IDP form for Managers and Supervisors:

<http://dfgintranet/otd/pdf/FG566idpmansupe.pdf>

IDP form for Career Executive Assignments:

<http://dfgintranet/otd/pdf/FG565idpcea.pdf>

IDPs are a useful tool because they provide:

- a logical and structured framework for assessing the needs of both the individual and the organization;
- a method of identifying core group training for work units in order to request funding from the Office of Training and Development to complete the necessary training;
- an opportunity to review and schedule mandated training such as Ethics, Sexual Harassment, Hazwoper, Supervisory and Defensive Driver's Training;
- a method for organizing developmental experiences instead of committing both time and money on training and development which may not be of future benefit to departmental or employee goals.

## **The Individual Development Process**

Employees:

1. Initiate the preparation of the IDP.
2. Identify objectives:
  - Identify competencies and skills you need to perform your current duties
  - Plan your future career and personal development goals
  - Include both short-term career goals (those to be completed during the current fiscal year) and long-range (more than one year). Personal development goals can also be listed on your IDP. Career goals are individual in nature and may take many forms - for example, becoming an expert in a particular field, or goals for advancement to leadership positions.
3. Collect all relevant materials:
  - Visit the Employee, Manager and Supervisor Toolkit on the Intranet.
  - Review a copy of your current job description
  - Obtain a copy of any recent performance appraisals
  - Identify training and development opportunities you may wish to include on your IDP
4. Conduct a competency and skills evaluation:
  - Review job description and identify any needed job skill or enrichment training
  - If you desire to advance to a leadership role, review the leadership competencies and seek to improve in the related areas.
5. Prepare a list of developmental activities:
  - Identify developmental opportunities to assist you in meeting your goals, taking into consideration both internal traditional training and non-traditional development assignments.
  - Include performance objectives and action plans on your IDP – while career goals are broad statements, objectives and action plans are precise activities the employee and supervisor may use in determining if goals have been achieved. The performance objectives and action plans should be specific, quantifiable, attainable and realistic, and should include completion dates.

- List the performance objectives in priority order on your IDP
6. Meet with your supervisor to discuss your IDP
  7. Make any necessary adjustments to the IDP after approval by your supervisor.
  8. Initiate training requests and complete evaluations.

Supervisors:

1. Encourage employees to conduct the IDP process at minimum on an annual basis.
2. Become familiar with the Employee, Manager and Supervisor toolkit on the Intranet.
3. Assist and coach the employee in the IDP planning process.
4. Provide information on training opportunities and departmental policy.
5. Teach employees new skills and techniques and assure that the employee has access to the training tools necessary for successful job performance.
6. Promote the use of both traditional and non-traditional career development opportunities. These include both department sponsored training as well as rotational and mentoring assignments, job shadowing, training and development assignments.
7. Review the employees IDP and provide feedback on the attainability of the plan and availability of funding.
8. Review and approve/disapprove training requests using the IDP as a reference guide.
9. Schedule and provide regular progress reviews with the employee. Formal follow up ensures that the plan is implemented.
10. Be open to discuss changes in the plan throughout the year. Priorities may shift, your employee may experience disruptions or new opportunities for development may arise. The IDP should be a living document and adjusted accordingly.
11. Give recognition to reinforce progress and acknowledge relevant job performance improvements.

## CONCLUSION

In the 1993 publication entitled “A Vision for the Future”; one of the foremost cornerstones identified for the Department’s success was that it would act to anticipate the future.<sup>2</sup> As an organization dedicated to the protection and maintenance of environmental resources, having a clear plan for the future is fundamental to its existence.

This same forethought must apply to our approach in ensuring we have the leadership and workforce resources we need in order to accomplish our objectives. This same publication goes on to state, “...our dedicated and experienced employees are our number one asset...we must recruit the most qualified employees and foster professionalism at all levels.”<sup>3</sup> This is especially relevant during a time when the role of the Department in resource assessment and monitoring is changing constantly. The increasingly complex issues and myriad stakeholder interests involved make it even more crucial that the Department develop and retain intelligent people to fulfill these undertakings.

Accordingly, it is essential to our success in meeting our mission as a Department to have this succession plan in place in order to deal with the challenges we face in a planned, systematic and logical manner. The role of succession planning in an organization is simply to put in place a strategy to prepare for the leadership vacuum that occurs when leadership positions become vacant.

While this plan attempts to address organizational continuity within the Department, it is a starting point. The ability to meet these objectives requires a commitment on the part of each employee, manager and supervisor within the Department of Fish and Game. It also requires an investment in time and resources that is not only necessary, but vital to our success as an organization that values the legacy of environmental programs and policies we create and monitor every day.<sup>4</sup>

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<sup>2</sup> “A Vision for the Future”: The Department of Fish and Game, Its Mission, Values and Goals to Meet the Challenge of the Future, p. ii.

<sup>3</sup> “A Vision for the Future”, Chapter 7, Department Values, p. 32-33.

<sup>4</sup> “Organizational Continuity: The Bridge to the Future”, Dec. 2001, p. 16

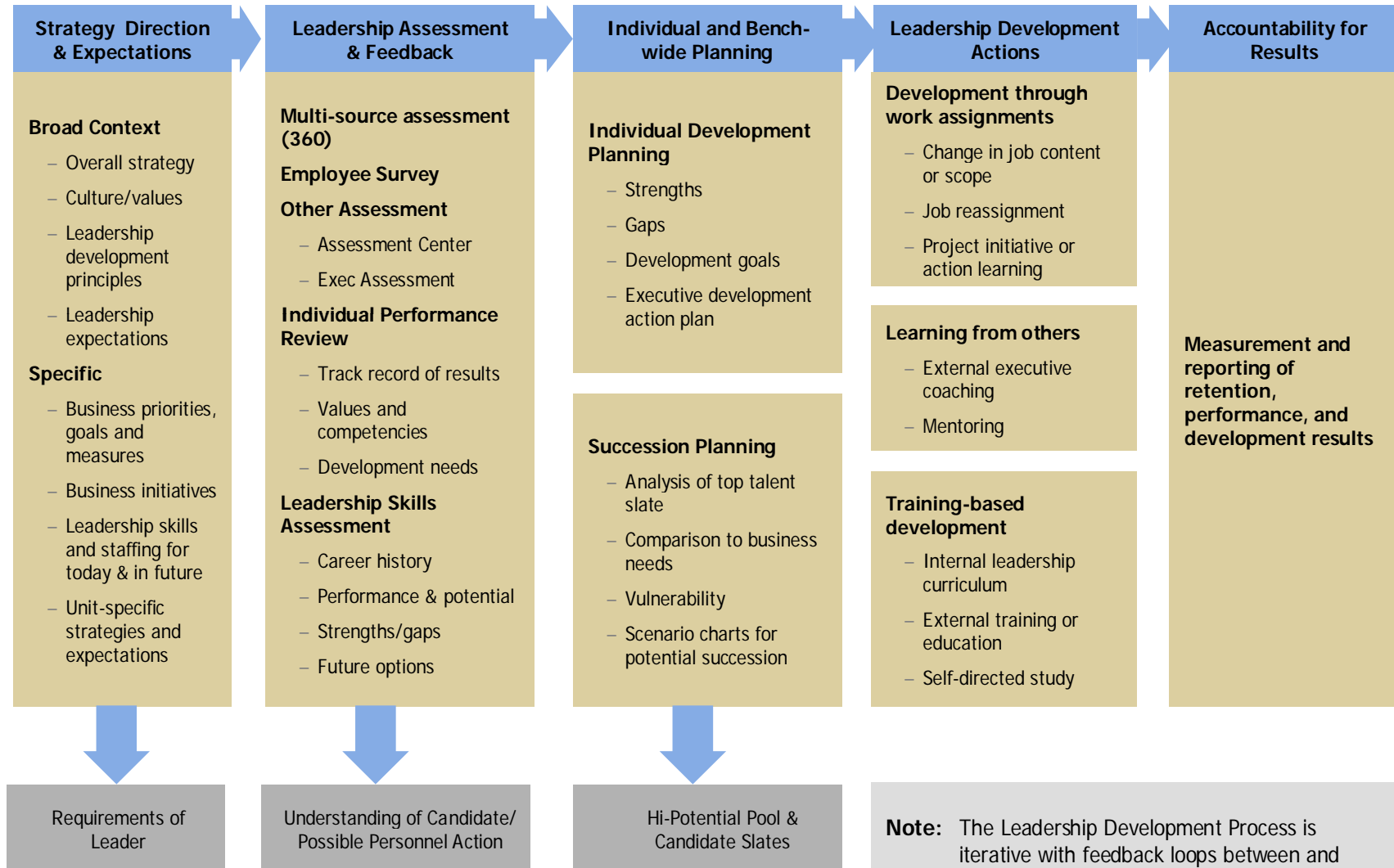


## *SPECIAL ACKNOWLEDGEMENT*

*The Department of Fish and Game would like to thank the original Succession Planning Task Force Members who produced “The Bridge to the Future” document for their efforts and contributions:*

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# CalPERS - Strategic Leadership Framework



# CDCR - Office of Workforce Planning



# What is CDCR Doing?

- **Recruitment**
  - Job fairs
  - Conferences
  - Hiring workshops
  - Advertisements
  - Job growth opportunities
  - New employee survey
- **Office of Selection Services**
  - Over 20 on-line exams
  - SSA Transfer Exam
  - Open SPB SSA exam
  - Over 80 open continuous exams
- **Office of Training and Professional Development**
  - Provides CDCR focused training and staff development programs
    - E-Learning
    - Field training
    - Headquarters' training
- **Promotes Upward Mobility**

## Creating the Employer of Choice



# What is CDCR Doing? (cont'd)

- **Workforce Development**
  - New employee orientation
  - Professional Management Development
    - Basic Supervision
    - Advanced Supervision
    - Advanced academies
- **Recognition**
  - Safety Awards
  - Employee Recognition Program
  - State Merit Award Program
- **Leadership Development Program**
  - 360 Degree leadership assessments
  - Innovative learning models
  - Experiential activities
  - Alumni networking
- **Staff Development**
  - Basic academies
  - Element K (on-line training)
  - Work Smart
  - On site community college
  - Career development plans



## Creating the Employer of Choice

# CDCR SMP – Where are we going?

## PRESENT

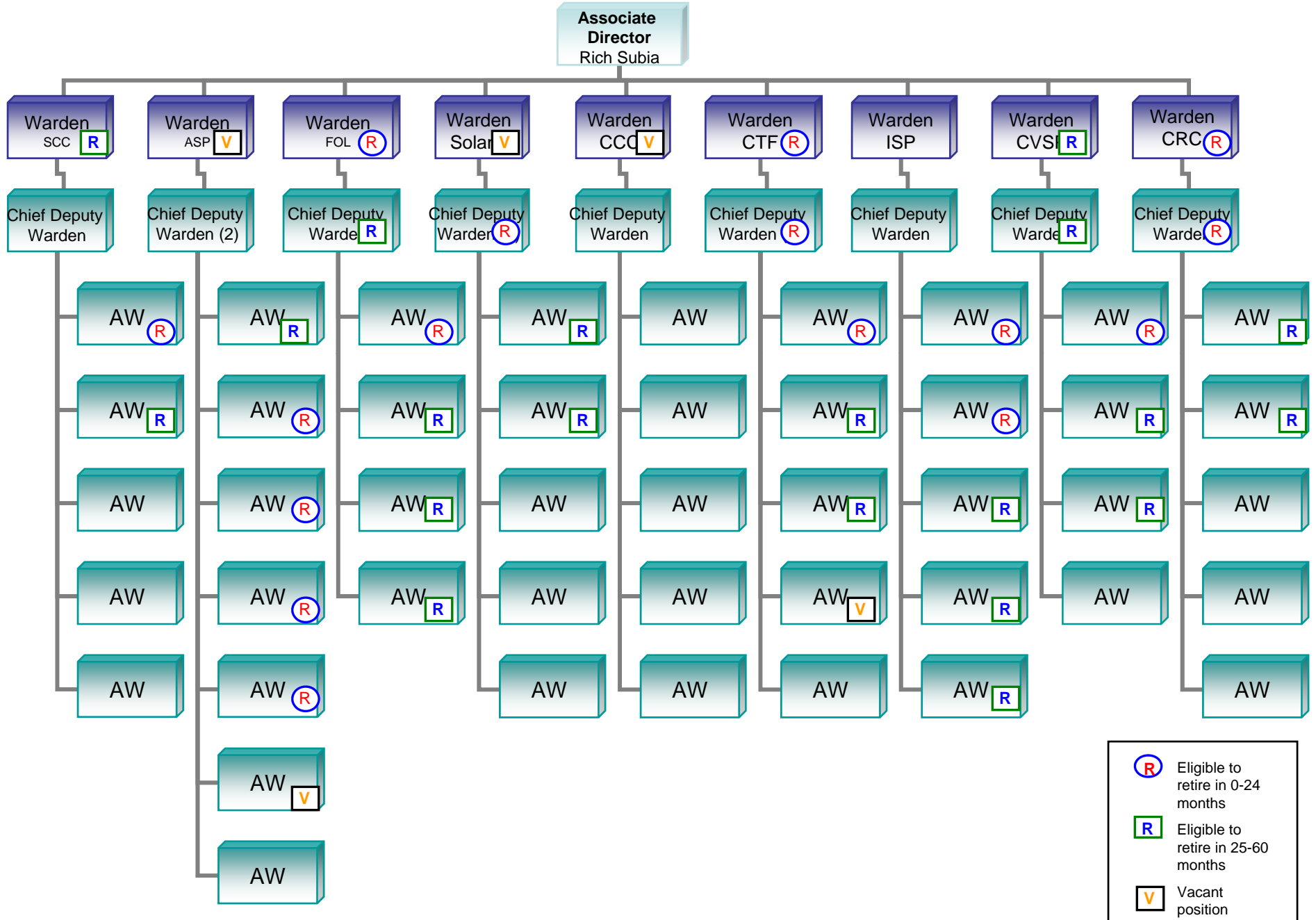
- Critical skill sets and competencies undefined
- No clear or consistent talent review processes
- Little emphasis on development
- Managers evaluated primarily on performance
- Process not as open or transparent
- Less organizational discussion of talent

## FUTURE

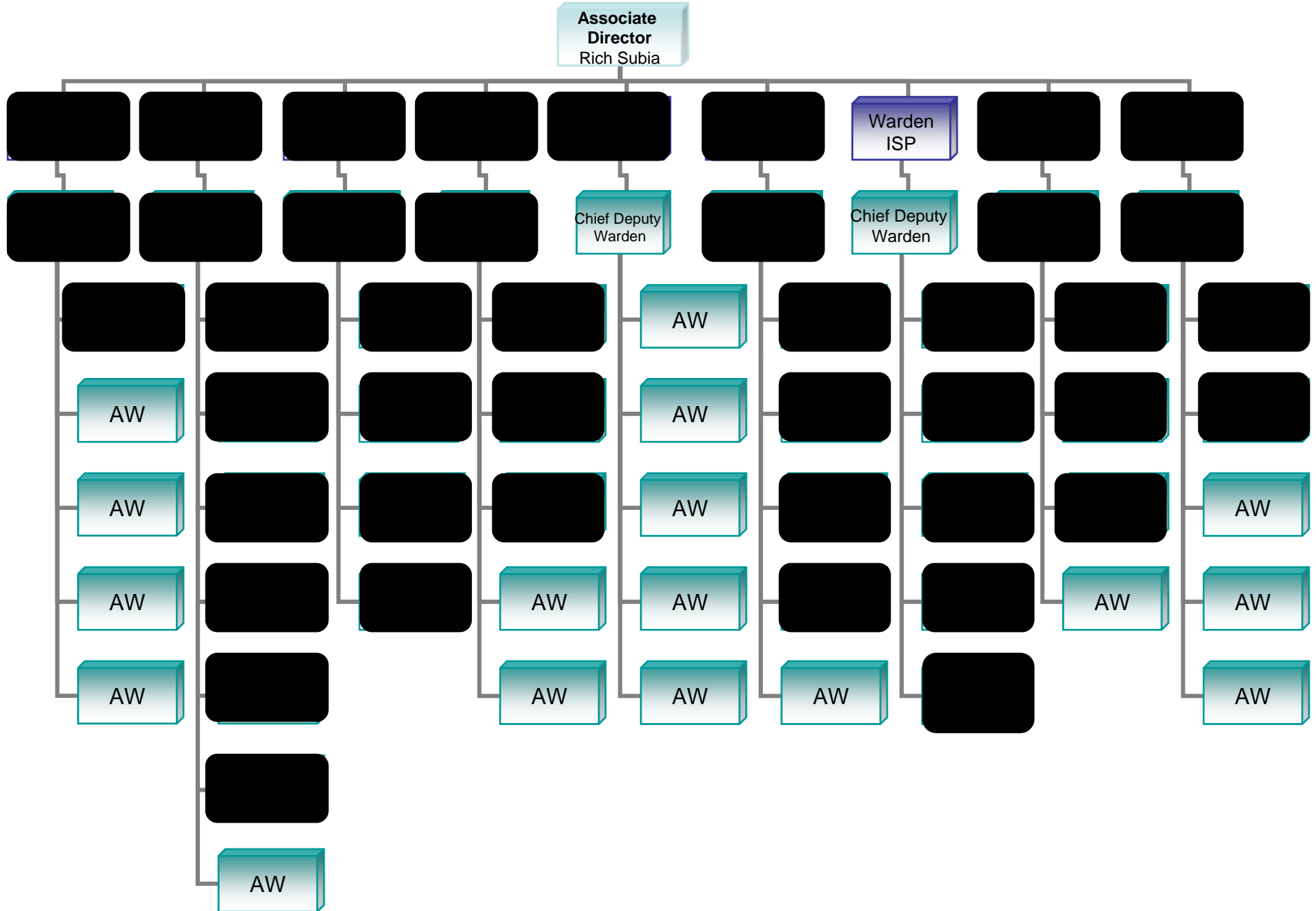
- Development of leadership and managerial competencies
- Formal talent reviews
- Summary of talent information to identify succession risks, succession readiness, retirement trends
- Creation of development programs
- Individual development plans, coaching and monitoring of plans
- Formal review, evaluation of development plans



# General Population Levels II & III Data as of July 1, 2008



# General Population Levels II & III Data as of July 1, 2008





# You know ***who*** they are and ***what*** they need to do

## Identify succession candidates

- **Management Recommendations**

- **Create Succession Profiles:**

Work history	Ability to relocate
Education	Career goals
Eligible to retire	Training

- **Succession Readiness:**

- 9 Box Evaluation
- 360 Degree Review based on core competencies

- **Categories of Readiness:**



Ready to Go



High Potential



High Performer



Emerging Talent



Emerging Talent



Solid Contributor



Underperformer



Contributor



On Probation



# Summary



- **Analysis – Supply and Demand**
  - Identify critical classifications – gap analysis
  - Determine succession risk
- **Identify Successors**
  - Succession Profiles
- **Assessment Tools**
  - 360 Degree Assessment
  - 9-Box Evaluation
- **Build and execute development plans**
  - Succession Development Plan
- **Roll out Phase One of SMP Plan**
  - Division of Adult Institutions
  - Develop and facilitate workgroup
- **Market SMP Plan to CDCR**
  - Website
  - Flyers
  - Presentations
  - Employee Resource Guide
- **SMP Plan Oversight**
  - Track, monitor and evaluate progress
  - Assist SMP liaisons
  - SMP Website Administrator





## ***Division of Staff Development and Workforce Planning***

# ***SUCCESSION PROGRAMS***

### **Executive Development Program (EDP)**

- Ø For Designated Managers
- Ø 18- to 24-months
- Ø Competencies include: Change Leadership, Strategic Thinking, Communication, Team-Building & Motivation, and Self Awareness and Personal Growth

### **Leadership Training Program (LTP) II**

- Ø Advanced program for Designated Managers
- Ø 13 days over 6 months
- Ø Competencies include: Change Leadership, Strategic Thinking, Communication, Team-Building & Motivation, and Self Awareness and Personal Growth

### **Leadership Training Program (LTP) I**

- Ø For Designated Managers
- Ø 10 days, over 5 months
- Ø Competencies include: Change Leadership, Strategic Thinking, Communication, Team-Building & Motivation, and Self-Awareness and Personal Growth

### **Management Training Program (MTP)**

- Ø For mid-level managers
- Ø 8 days, over 4 months
- Ø Competencies include: Change Management, Strategic Implementation, Communication, Team-Building & Motivation, and Self-Awareness and Personal Growth

### **Supervisory Training Program (STP)**

- Ø For all newly appointed supervisors
- Ø 80 hours of mandated training
- Ø Competencies include: Change Supervision, Operational Implementation, Communication, Team Building & Motivation, and Self-Awareness and Personal Growth

### **Administrative Skills Certificate Program (ASCP)**

- Ø For rank and file employees who regularly use administrative skills in the performance of their jobs
- Ø Three phases: 12-16 days over 6 months
- Ø Competencies include: Implementation, Alignment, Communication, Team Work, and Self-Awareness and Professional Growth

# **WFP TASK FORCE IDEA**

## **From NY WFP Website - Work Groups**

For 6 months, eight interagency work groups studied different facets of workforce and succession planning to identify practices that may be useful to State agencies.

### **Competencies**

This group developed management and leadership competencies along with guidelines on using them.

### **Knowledge Management/Transfer**

This group studied effective ways of managing knowledge and ways of capturing knowledge possessed by departing highly skilled employees and sharing it with those who will be taking their place.

### **Management Mobility**

This group studied ways to increase the ability of managers to move within their agency and to other agencies. The purpose is to develop the State's managerial resources and match managerial skills and capabilities with agency needs.

### **Mentoring**

This group identified the characteristics of good mentoring programs to help agencies develop programs or improve existing ones.

### **Recruitment and Selection**

This group focused on innovative recruitment and selection strategies and techniques.

### **Employee Retention**

This group looked at steps that can be taken to better communicate what the State has to offer, make employment with the State more appealing, and encourage our highly skilled employees to stay.

### **Retiree Resources**

This group focused on an array of realistic, practical ideas and options for hiring retirees.